DOCUMENT RESUME

ED 160 227 PS 010 146

AUTHOR	Karnes, Merle B.; Taylor, Angela R.
TITLE	Preschool Talent Assessment Guide.
INSTITUTION	Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Sep 78
GRANT	OEG-00-75-00232
NOTE	87p.; For related documents, see PS 010 120, PS 010 145, and PS 010 150-57
AVAILABLE FROM	Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #1403.003, $5.50)
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Ability Identification; Aptitude Tests; Creativity Tests; *Evaluation Methods; *Gifted; *Handicapped Children; Identification Tests; Individual Characteristics; Instructional Aids; *Preschool Education; Preschool Tests; *Talent Identification
IDENTIFIERS	*RAPYHT Project

ABSTRACT

This guide provides a set of qualitative and quantitative procedures and criteria for determining if a preschool handicapped child is talented in any of 6 areas: intellectual, academic, creative, leadership, visual and performing arts, and psychomotor. The guide developed by the RAPYHT project (a model program for Retrieval and Acceleration of Promising Young Handicapped and Talented), is also intended to be appropriate for assessing talent in non-handicapped preschoolers. The assessment procedures outlined are to be implemented following an initial talent screening. The first section of the guide briefly outlines follow-up procedures for gathering information from family members, teachers and school/social service personnel. The second section presents methods and instruments for assessing abilities in the 6 talent areas. The third section provides guidelines for determining the strength of the assessment evidence and making final program eligibility decisions. A sample talent staffing report is shown. Several tables are included to provide descriptive and scoring information on standardized tests for preschool children in the talent areas of intelligence, academic talent, creativity, leadership, and psychomotor talent. Also provided are the names and addresses of test publishers and a set of sample forms to aid in data collection and record-keeping. (RH)

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ED160227

PRESCHOOL TALENT ASSESSMENT GUIDE

Intellectual
Academic
Creative
Leadership
Visual and Performing Arts
Psychomotor

Merle B. Karnes and Angela R. Taylor

Available from:
Publications Office
Institute for Child Behavior and Development
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
Price: $5.50 Catalog # 1403003
September 1978

PS010146

TABLE OF CONTENTS

	Page
INTRODUCTION	
Background and Rationale	1
Description of the Preschool Talent Assessment Process	3
How to Use the PTAG	4
PHASE I: INITIAL FOLLOW-UP	
Purpose	7
Recommended Procedures	8
Personnel Needed	9
Resource Materials	9
Data Interpretation	10
Preliminary Decision-Making	11
PHASE II: INDIVIDUAL CHILD ASSESSMENT	
Overview	12
Intellectual Talent Assessment	15
Academic Talent Assessment	21
Creative Talent Assessment	25
Leadership Talent Assessment	30
Visual and Performing Arts Assessment	33
Psychomotor Talent Assessment	40

	Page
PHASE III: DECISION-MAKING	
Purpose	44
Recommended Procedures	44
Personnel Needed	47
Resource Materials	48
REFERENCES	
References Used in Developing the PTAG	51
List of Tests and Publishers	57
APPENDICES	
A PTC Follow-up Report	60
B Parent Inventory	64
C Talent Staffing Report	68

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RAPHYT: A Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented

Funded by: Bureau of Education for the Handicapped, Department of Health, Education and Welfare

"These materials were developed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare, Bureau of Education for the Handicapped (Grant No. OEG 00-75-00232). However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

LIST OF TABLES AND FIGURES

TABLE		Page
1	Standardized Intelligence Tests for Preschool and Handicapped Children	19
2	Standardized Achievement/Readiness Tests for Preschool Children	23
3	Standardized Creativity Tests for Preschool Children	28
4	Standardized Tests of Social Development for Preschool Children	32
5A	Activities for Assessment of Artistic Talent in Preschool Children	35
5B	Activities for Assessment of Musical Talent in Preschool Children	37
6	Standardized Perceptual-Motor Tests for Preschool Children	42

FIGURE		
1	Flowchart of the Preschool Talent Screening and Assessment Process	5
2	Sample Talent Staffing Report on a Preschool Handicapped Child	48

ACKNOWLEDGEMENTS

The authors gratefully acknowledge the support of the Bureau of Education for the Handicapped and the work of the following individuals, without which the completion of this assessment guide would not have been possible.

Those who initially helped formulate the talent assessment procedures and who reviewed and compiled lists of appropriate assessment instruments: Dr. Reid Zehrbach, Anne Willig, and Jane Bertschi.

Those who helped gather current information on assessment from the research literature and from experts: Suzanne Anderson, Andra Johnson, Mark Williams, Polly Kemp, Jane Bertschi, Tsivia Cohen, and Mercedes Graf.

The advisory board task force members who reviewed and gave input on an early draft included: Dr. Jerry Griffith, Doug Paulson, Dr. Joe Twaranovica, and Joyce Van Tassell.

A source of constant encouragement and suggestions and a faithful proofreader: Jane Bertschi.

The secretary who typed the final draft: Bonnie White

The artist responsible for the cover design: Cynthia Mohrman.

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FOREWORD

In the Fall of 1975 the Institute for Child Behavior and Development at the University of Illinois received a grant from the Federal Bureau of Education for the Handicapped (BEH) to develop and demonstrate a model program for the "Retrieval and Acceleration of Promising Young Handicapped and Talented" (RAPYHT). Children from three to five years of age were included in the project, which has completed the last year of a three-year demonstration cycle and is entering into the first year of outreach funding.

The principle goal of this project has been to develop and demonstrate an approach for educating young gifted talented handicapped children who are enrolled in programs that also serve gifted children with no handicaps, average children with no handicaps and multi-handicapped children who are of higher but not gifted ability. Since there are relatively small numbers of gifted handicapped children in any population, the approach has been to educate them in the mainstream, but, at the same time, provide them with special programming to meet the unique needs associated with giftedness and talent.

A major outcome of this three-year demonstration project has been the completion of a set of printed materials designed to aid classroom teachers and parents who desire to identify and encourage the development of the gifts and talents of young children, including those who are handicapped. This set of materials includes guides for screening, assessing and programming for children in the areas of intellectual, academic (reading, math, science), creative, leadership, visual and performing arts (art and music), and psychomotor talent. These materials are applicable for use with young gifted/talented children as well as those who are gifted/talented with handicaps. In fact, every child has a measure of talent which may go underdeveloped unless identified and nurtured. Therefore, we are convinced that careful observation and programming in talent areas is important for all children.

We are also committed to the premise that the earlier we identify and program for talents the greater the chances that the child will fully develop his true potential. Nationwide, there have been relatively few efforts devoted to identifying and programming for young gifted/talented and even less for the gifted/talented handicapped. Hopefully, the products developed by the RAPYHT Project will create more awareness of the need to identify and program for this neglected segment of our population.

Merle B. Karnes, Ed.D.
Director of RAPYHT Project

INTRODUCTION

The Preschool Talent Assessment Guide (PTAG) provides a set of procedures and criteria for determining if a preschool handicapped child is talented in any one (or more) of six areas: Intellectual, Academic, Creative, Leadership, Visual and Performing Arts, and Psychomotor. The assessment procedures outlined are to be implemented following an initial talent screening using the Preschool Talent Checklists (PTC) or some other appropriate screening device.

Although the PTAG is specifically designed for use within preschool special education settings, it is also appropriate for identification of gifted children within the nonhandicapped preschool population. The guide should prove useful to any school personnel involved in education and evaluation of young children, including administrators, classroom teachers, and para-professionals as well as diagnostic staff (e.g., school psychologist, speech therapists) and specialists in specific talent areas (e.g., art and music educators).

Background and Rationale

In recent years, the traditional and relatively narrow concept of giftedness as intellectual superiority has come to be replaced by a broadened definition which incorporates creativity and multiple specialized talents and which recognizes potential as well as demonstrated abilities. Similarly, there has been an increased recognition of the highly diverse nature of the gifted and talented population. Research indicates that such individuals can be identified among the economically disadvantaged, the racially and culturally

different, and the very young (Education of the Gifted and Talented, 1972). And most recently, some investigators have become aware of and have begun to seriously examine the special abilities of persons with handicaps (Hokanson & Jospe, 1976; Karnes, 1977; Maker, 1977).

Along with this expanded definition of giftedness, has come an awareness of the need to move away from more traditional methods of identification (i.e., teacher nomination, intelligence tests, achievement tests, creativity tests). Although the IQ test continues to be the predominant means of identification, Gallagher (1975) notes that a greater "range of identification tools" are now being considered and that "the current pattern is not to rely exclusively on any one of the approaches, but to use combinations of them" (p. 17). In addition, there has been a renewed awareness of the value of teacher judgment when augmented through the use of rating scales which aid teachers in identifying gifted youngsters (e.g., Renzulli, Smith, White, Callahan and Hartman, 1976). Further, investigators such as Torrance (1970) suggest that, because of the dynamic nature of giftedness, identification should be approached as an "ongoing process in which parents, teachers and talent-developers would continually be recognizing and acknowledging a child's potentialities" (p. 8).

These changing views on identification of the gifted and talented are particularly relevant to special populations such as the preschool handicapped. Accordingly, the procedures described in the PTAG are based on the following assumptions:

1. Talent identification should be a multi-faceted process which incorporates a variety of methods and resources and which includes identification criteria which are broad and flexible.

2. The assessment process should allow for identification of both functionally talented and potentially talented children. Functional talent is defined as performance at least 1½ standard deviations above the mean on an appropriate quantitative measure of abilities and/or demonstration of strong qualitative evidence of talent. The potential talent category includes the child who is judged to be capable of high level performance with further remediation of a handicapping condition and/or educational stimulation in the area of potential talent.

3. Talent assessment should not be limited to administration of a set of short-term identification procedures but should include on-going evaluation of target children. Quite often a handicapped child will need to experience prolonged periods of stimulation in the classroom which provide opportunities for the expression of potential talents. Thus, exposure to a nurturant environment and continuous observation of child progress are essential components of the identification process.

Description of the Preschool Talent Assessment Process

The talent assessment process described in the PTAG is to be implemented after a child or group of children have been tentatively identified as talented by referral or administration of a talent screening instrument such as the Preschool Talent Checklists. These children should then receive a more comprehensive talent assessment which includes the three major phases outlined below:

PHASE I: Initial Follow-up. This preliminary phase of assessment involves collecting information about the child from parents, teachers, and relevant others through interviews, questionnaires, and/or review of documentary records. If this phase provides sufficient data for decision-making, the second phase of assessment may be omitted.

PHASE II: Individual Child Assessment. This phase consists of a more direct and in-depth evaluation of the child using one or more of the following kinds of procedures: a) standardized tests, b) rating scales, c) systematic observations, d) criterion tasks. The specific methods and instruments to be used will vary depending upon the talent area being assessed.

PHASE III: Decision-Making. The final phase involves reviewing and evaluating all assessment information during a formal talent staffing and making a final eligibility decision and program recommendations. The flowchart in Figure 1 presents an overview of the main steps in the talent screening and assessment process.

How to Use the PTAG

The PTAG is organized into three major parts corresponding to the three phases of assessment described above: the first section of the guide outlines procedures for completing the initial follow-up; section two presents methods and instruments for assessing abilities in each of the six talent areas; and section three provides guidelines for determining the strength of the assessment evidence and making final eligibility decisions. In addition, a list of names and addresses of test publishers is provided in the reference section, and

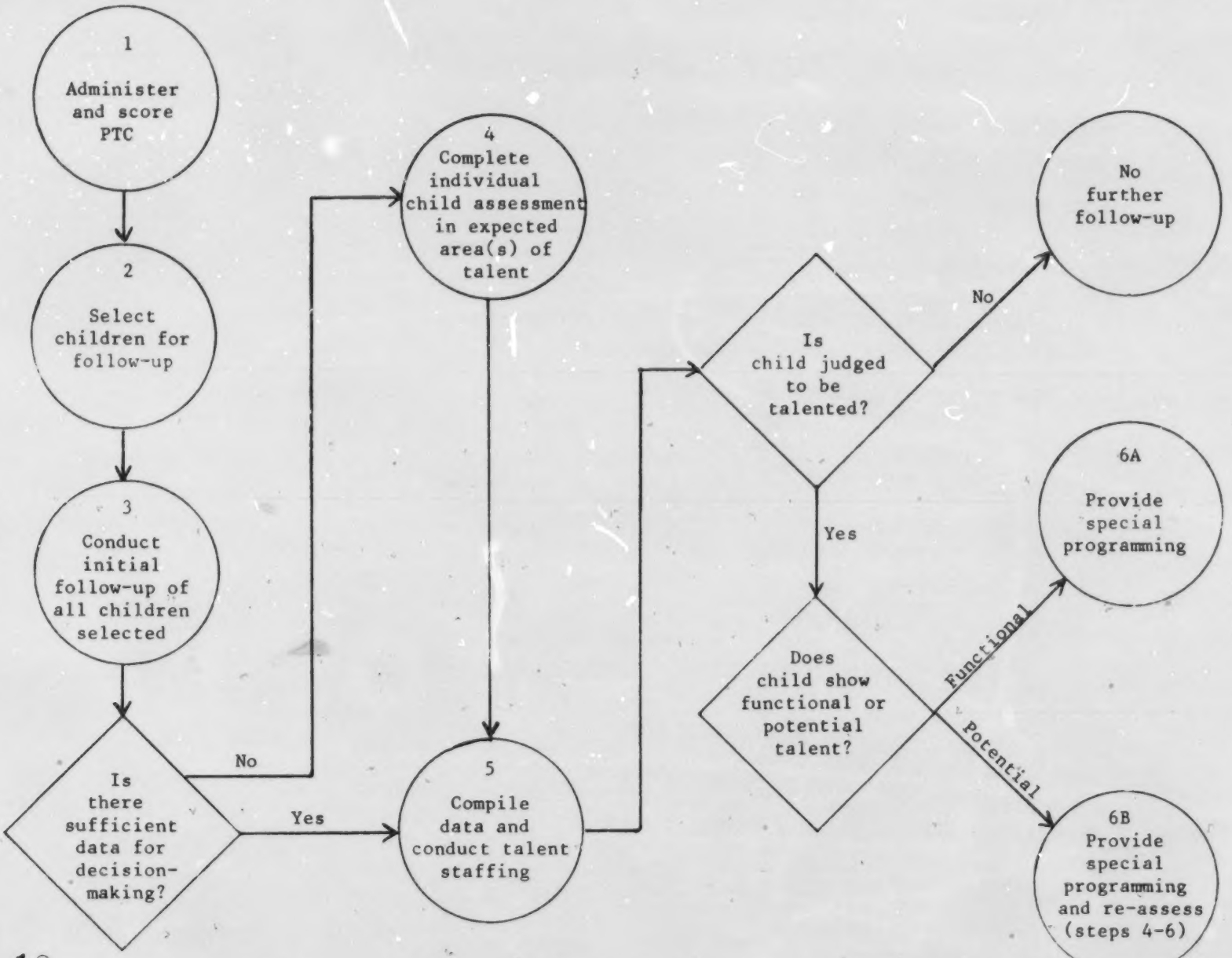

Figure 1. Flowchart of the Preschool Talent Screening Assessment Process

the appendices at the back of the guide contain resource materials to aid in data collection and record-keeping.

The user should begin by reading the entire guide and becoming thoroughly familiar with the kinds of procedures described. He/she should then select an appropriate set of procedures, taking into consideration such factors as the number and types of children to be assessed and the resources available for talent assessment and programming. Whenever possible, selected assessment procedures should be tailored to the needs and characteristics of individual children. Next, personnel who will complete the various assessment tasks should be identified, and someone should be assigned responsibility for record-keeping. Particularly in the case of a large-scale assessment, there should be an individual in charge of supervising and coordinating the overall identification effort.

In developing the PTAG, care has been taken to include a variety of both qualitative and quantitative assessment procedures, many of which can be implemented by teachers and paraprofessionals. However, the user should keep in mind that the talent assessment will be most effective when it includes the use of reliable and valid measures by trained diagnostic staff.

PHASE I: INITIAL FOLLOW-UP

Purpose

The purpose of the initial follow-up phase is to gather relevant assessment information from individuals who have been in close contact with the child and/or have specialized knowledge about his/her characteristics and abilities, through the use of indirect and informal assessment methods. Parents and family members, classroom teachers, and other school and social service personnel are all valuable sources of information in this phase of assessment.

Since talents of the preschool handicapped must be assessed within the context of the child's handicapping condition, the initial follow-up phase must include collection of information concerning the nature of the child's handicap and general level of functioning as well as evidence which supports the presence of talent or giftedness. The specific kinds of data which should be collected during the initial follow-up are as follows:

From parents and family members --

- Developmental history/other biographical data
- Family background, home environment, special learning opportunitites
- Child's special interests and preferred home activities
- General personality and behavioral characteristics
- Anecdotal descriptions of child behaviors in the home/community setting

From teachers and other school/social service personnel --

- Reason for special placement (if any); description of level of functioning in basic developmental areas.

- Child's special interests and preferred classroom/school activities
- Examples of child's school work
- General personality and behavioral characteristics
- Anecdotal descriptions of child behaviors in the classroom/school setting
- Results of previous testing and evaluation

Recommended Procedures

Parent/Teacher Interviews. The interview is a particularly effective method for collecting anecdotal and background information from parents and teachers, since it permits immediate recording of spontaneous responses. The structured interview, with a pre-determined format outlining information to be collected, is usually the most effective for assessment purposes. This method assures consistency and completeness of information collected from the various individuals interviewed. (See Resource Materials, page 9.)

Questionnaires/Reports. Information can also be collected less directly by having individuals complete a questionnaire or self-report form. Questionnaires can also be "orally administered" during a structured telephone or personal interview. (See Resource Materials, page 9.)

School/Agency Records. Previously collected evaluative data on a child will usually be documented and maintained in permanent records of a school or social service agency. Such documents as psychological and other diagnostic reports, teacher reports, developmental/medical histories, and records of test scores can provide important information for the initial follow-up

assessment. Information regarding the existence and availability of such records should be obtained from the child's parents, teacher, or appropriate school personnel, and care should be taken to follow required procedures for maintaining confidentiality.

Personnel Needed

The initial follow-up assessment can be completed by a teacher, classroom aide or school social worker (if available).

Resource Materials

PTC Follow-up Report (Appendix A). This form is designed for recording initial follow-up information provided by the child's classroom teacher and/or other school personnel. It includes sections for recording general information about the child's present educational placement, description of talent behavior in areas identified on the PTC, description of handicapping condition and other areas of deficit, and a summary of previous evaluation data on the child.

The PTC Follow-up Report can be completed independently by the teacher or used as a recording instrument to be completed by the person conducting the teacher interview.

Parent Inventory (Appendix B). This questionnaire, to be answered by the child's parents or other family member(s), includes a set of open-ended questions regarding the child's home behavior and experiences, a twenty-item talent rating scale, and a section for recording parent descriptions of child behavior in the expected areas of talent.

Like the PTC Follow-up Report, this questionnaire can be completed separately by the parent or administered during a parent interview.

Data Interprestation

The material presented in the next section of the PTAG includes guidelines which can be used in interpreting tests scores and other formal assessment results which might have been obtained during the intial follow-up phase. In addition, background and anecdotal data gathered from interviews and questionnaires should be evaluated to determine the presence of any of the following talent indicators:

- Precocious attainment of developmental milestones (such as walking and talking) and/or other basic skills
- Enriched home environment; exposure to special learning opportunities (e.g., music lessons)
- Early development of specialized interests or hobbies
- Demonstration of unusual maturity or other personality characteristics which are exceptional for age level
- Performance of specific behaviors which suggest outstanding ability in a talent area.

On the rating scale portion of the Parent Inventory, (See Appendix B) higher item scores (i.e., 4 or 5) indicate possible talent. The scale includes twenty items related to each of the six talent areas:

- Intellectual -- Items 2, 3, and 7
- Academic -- Items 4 and 13 (Reading), 14 and 20 (math), 8 and 14 (science)

- Creative -- Items 6, 9, and 15
- Leadership -- Items 10, 11 and 17
- Visual and Performing Arts -- Items 1, 5, and 15 (Art), 12 and 19 (Music)
- Psychomotor -- Items 1, 16, and 18

Preliminary Decision-Making

In order to have a reliable and valid basis for decision-making, the initial follow-up data should include results of at least one formal and objective assessment procedure for any talent area under consideration. If such data is not available after the initial follow-up, Phase II -- individual child assessment -- should be completed as outlined in the next section of the guide. However, if the initial follow-up phase provides an adequate data base, the second assessment phase need not be implemented, and the final eligibility decision can be made by following procedures outline under Phase III.

PHASE II· INDIVIDUAL CHILD ASSESSMENT

Overview

Purpose

The purpose of the second assessment phase is to directly evaluate the child's abilities in the expected talent area(s) through the use of systematic and objective evaluation procedures which provide both quantitative and descriptive information. The specific instruments and techniques to be used will differ dependent upon the particular talent area being assessed (see pages 15 through 43). Some general methods of assessment are described below.

General Assessment Methods

Standardized Tests. A standardized test includes a precise set of procedures for administration and scoring which assures uniform testing conditions for all individuals. Norms for such measures are established by testing a representative sample of subjects, and an individual's score is based on comparison with the performance of the normative group. (Anastasi, 1976) In evaluating young children with handicaps, child characteristics may prevent the use of standard procedures, and test norms may not be a valid basis for comparison. Therefore, particular care should be taken in the selection and use of such measures.

Rating Scales. A rating scale is an observational technique in which some other individual (usually a parent or teacher records judgments about specific behaviors, traits, or characteristics of the child; ratings can be either descriptive or numerical. When the characteristics to be rated are clearly and accurately described and the rater is very familiar with the child, rating

Scales can be a reliable and valid alternative (or accompaniment) to standardized testing.

Systematic Observation. Observational procedures involve the systematic recording in objective terms of behavior in process of occurring ..." (in Walker, 1973, p. 26). Naturalistic observation is a particularly useful methods of evaluating very young children, since they frequently lack the verbal abilities and task related skills necessary for more direct forms of assessment. Observation is most effective when there is a structure or set of guidelines regarding the behavior to be observed and recorded.

Criterion Tasks. Criterion tasks are informal, nonstandardized testing procedures similar to those used by teachers to evaluate classroom performance. This method involves performance of a series of structured activities which indicate mastery of skills in a more general content area.

Personnel Needed

In general, standardized tests should be administered, scored, and interpreted by a school psychologist, psychometrist, or someone trained in testing and measurement. Although some standardized tests are designed for administration by classroom personnel, teachers should become thoroughly familiar with the test materials and procedures before proceeding. In addition, it is suggested that test scores be interpreted with guidance from a trained diagnostician.

Systematic observations, rating scales and criterion tasks can usually be readily completed by teachers and paraprofessionals with minimal training. However, if possible, assessment of specialized talents (such as art, music,

and psychomotor ability), should be carried out by individuals with experience or training in these areas.

Resource Materials

Tables 1-6 (see pages 16, 22, 27, 32, 35, 41) Tables 1-4 and Table 6 list published test instruments which can be used to assess the intellectual academic, creative, leadership, and psychomotor talent areas. These tables include the title of each instrument, age range for which it is designed, a brief description of the test, and information on scoring and interpretation. For each test instrument, the cut-off score level for superior performance (i.e., 1½ standard deviations above the mean) has been indicated. Tables 5A and 5B describe structured criterion activities which can be used in assessment of talent in the visual and performing arts.

References. The reference section of the manual lists general literature on gifted and talented as well as references related to each of the talent areas. Also included in this section is a List of Tests and Publishers which provides names and addresses of publishers for all tests cited in the manual.

Intellectual Talent Assessment

Definition

Intelligence is defined as

> "... the available ability ... to use one's existing knowledge to meet new situations and solve new problems, to learn, to forsee problems, to use symbols or relationships, to create new relationships, to think abstractly--ability to perceive one's environment, to deal with it symbolically, to deal with it effectively, to adjust to it, to work toward a goal--the degree of one's alertness, awareness or acuity--ability to use with awareness the mechanism of reasoning..."
>
> Webster's Third New International Dictionary, unabridged

Recommended Procedures

Standardized Intelligence Tests. IQ testing is the most frequently used and widely accepted method of assessing general intellectual ability. In addition, a number of instruments have been designed and normed for use with special populations. Table 1 provides a list of intelligence measures appropriate for assessment of handicapped and nonhandicapped preschool children.

Standardized Achievement Readiness Tests. Intellectual giftedness very often (but not always) goes hand-in-hand with academic excellence, particularly in the areas of reading and mathematics. The very young gifted child may show early skill development or academic predisposition which can often be assessed

by academic achievement and readiness measures. Some of these measures also provide separate subtests or scores which reflect general cognitive functioning. (See Table 2 under Academic Talent Assessment.)

Classroom Observation. Most of the intellectual characteristics and abilities assessed on standardized instruments can also be observed over time in the classroom. Since a great deal of classroom activity is designed for cognitive development, the teacher can systematically assess intellectual functioning by maintaining an ongoing anecdotal record of a child's classroom behavior during performance of cognitive tasks, at play and during other informal interactions. Before beginning the observations, the teacher should become familiar with the behavioral characteristics associated with intellectual ability by studying the definition of intelligence provided above, items on the Intellectual and Academic Checklists of the PTC, as well as areas assessed at the preschool level on various tests of intelligence and academic ability.

Scoring and Interpretation

The "scoring" column of Table 1 specifies the average or mean score, standard deviation, and cut-off IQ score for identification of intellectual talent on each of the standardized intelligence tests. Other quantitative talent indicators from intelligence testing are as follows:

- Mental Age (MA) score which is one year or more above the child's chronological age (CA). (MA scores should be used only when the test does not yield an IQ or other standardized score.)

- Superior score on a subscale or subtest of an intelligence test. (Subtest cut-offs are given in Table 1.)

- Significant gain in IQ score (i.e., 10 or more points) as compared to earlier performance on the same test. (This is a valid talent indicator only when the increased score cannot be attributed to poor reliability, error, or chance factors.)

- Significant gain in IQ score (i.e., 10 or more points) as compared to score on a different test instrument. In this case, the lower test score must be shown to be an invalid indicator of the child's intellectual potential. This situation sometimes arises when a child has been tested using both verbal and non-verbal measures.

Below are some qualitative factors which should also be considered in evaluating a child's test performance.

- Behavioral observations made during interaction between examiner and child in the testing situation. The child's approach to problem-solving, ability to concentrate, attention-span, and task persistance are some characteristics related to intellectual performance which can be evaluated during the test session.

- The pattern of test responses or "scatter" of items passed and failed on the test. Since most intelligence tests are sequenced developmentally or according to the difficulty level of items, a significant test score pattern would be one in which the child consistently passes a few items above his/her age level or at higher difficulty levels, while failing some less difficulty items.

Since some children do not perform well under formal testing conditions, numerical test scores alone will not always provide a valid indication of a

child's actual level of intellectual ability. Test results should, therefore, be evaluated in relationship to data collected in naturalistic behavioral observations of the child and taking into consideration any behavioral factors which might have interfered with optimum test performance.

Table 1

Standardized Intelligence Tests for Preschool and Handicapped Children

Instrument	Age Range	Description	Scoring
Columbia Mental Maturity Scale	3½ to 9	Designed for testing general reasoning ability of orthopedically handicapped -- specifically cerebral palsied; also appropriate for deaf, hard-of-hearing, and language handicapped	Yields Age Deviation Score (ADS) with mean of 100 and standard deviation (SD) of 16. Cut-off level* is ADS = 124.
Goodenough-Harris Drawing Test	5 to 15	Non-verbal test of accuracy of observation and development of conceptual thinking; suitable for deaf, hard-of-hearing and language handicapped; should be used in combination with a more general test of intelligence	Yields standard score with mean of 100 and SD of 15. Cut-off level is standard score = 123.
Hiskey-Nebraska Test of Learning Aptitude	3 to 16	Designed for intelligence testing of deaf and hard-of-hearing, norms provided for both hearing and non-hearing children; also appropriate for other language handicapped	Yields Learning Age Score (LA) and IQ (for hearing only) with mean of 100 and SD of 16. Cut-off is LA 1-2 years above CA or IQ = 124.
Interim Hayes-Binet	3 to Adult	Intelligence scale for blind and visually impaired adapted from the Revised 1937 Stanford-Binet. No manual or norms available. Can be administered and scored using Terman-Merrill Stanford-Binet Manual.	Yields IQ score with mean of 100 and SD of 16. Cut-off is IQ = 124.
Leiter International Performance Scale (Arthur Adaptation)	2 to 12	Non-verbal measure of intelligence designed for cross-cultural testing; appropriate for children with hearing and language handicaps; difficulties with limited norms and use of ratio IQ.	Suggest IQ computation based on 1972 Stanford-Binet norms. Yields IQ score with mean of 100 and SD of 16. Cut-off is IQ = 124.

* Cut-off level = Mean + 1½ standard deviations.

Table 1 (continued)

Instrument	Age Range	Description	Scoring
McCarthy Scales of Children's Abilities	2½ to 8½	Includes six subscales: Verbal, Perceptual Performance, Quantitative, General Cognitive, Memory and Motor. General Cognitive Index score is indicator of overall intellectual development.	Yields General Cognitive Index (GCI) with mean of 100 and SD of 16. Cut-off is GCI = 124. Subscale Index with mean of 50 and SD of 10. Subscale cut-off = 65.
Peabody Picture Vocabulary Test (PPVT)	2½ to 18	Rapid, non-verbal measure of "use" vocabulary suitable for orthopedically handicapped, deaf, hard-of-hearing and language handicapped; should be used in combination with a more general test of intelligence; can be administered by classroom teacher.	Yields IQ score with mean of 100 and SD of 15. Cut-off is IQ = 123.
Pictoral Test of Intelligence	3 to 8	Non-verbal measure designed for testing general intellectual level of both normal and physically handicapped children.	Yields IQ score with mean of 100 and SD of 16. Cut-off is IQ = 124.
Stanford-Binet Intelligence Scale (Form L-M)	2 to Adult	Oldest and most widely used measure of intelligence, large body of research information and interpretative data available. May underestimate abilities of children with speech-language handicaps.	Yields IQ score with mean of 100 and SD of 16. Cut-off is IQ = 124.
Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	4 to 6½	Includes a Verbal scale with six subtests and a Performance scale with six non-verbal subtests. The separate scales make instrument suitable for children with visual or language handicaps.	Yields separate Verbal, Performance, and Full Scale IQ scores with mean of 100 and SD of 15. Cut-off is IQ = 123. Subtests yield scaled scores with mean of 10, SD of 3 and cut-off = 16.

Academic Talent Assessment -- (Reading, Math, Science)

Definition

Academic talent pertains to the child who is able to excel in a specific academic subject area such as reading, math, or science, or shows unusual aptitude for academic learning. This child is often, but not always above-average intellectually.

Recommended Procedures

Standardized Achievement/Readiness Tests. Achievement tests are designed to measure previously learned skills and knowledge in academic subject areas, while readiness tests assess the child s mastery of prerequisite skills and concepts which indicate "readiness" for academic training. Academic readiness tests are recommended for assessment of most preschoolers, but achievement tests will be appropriate for some, more experienced youngsters. Table 2 lists tests of academic ability which can be used with preschool children. These measures require a level of auditory/visual attention and comprehension which may make them unsuitable for very immature and severely handicapped children.

Standardized Intelligence Tests. Most intelligence tests include specific items or subtests which measure language/prereading and numerical skills as well as general information. (See Table 1 of Intellectual Talent Assessment.)

Criterion Tasks. As an alternative to standardized testing, a few simple academic criterion tasks can be informally administered to the child in the classroom setting. Assessment items can be selected from published achievement/

readiness tests or developed by the teacher. Texts listed for the academic talent area in the reference section of the manual will be helpful in developing appropriate tasks in reading, math and science. It is recommended that the criterion tasks be presented after a child has had some exposure to pre-academic learning activities in the classroom.

Classroom Observation. The same procedures should be followed here as outlined in the Intellectual Talent Assessment. In addition, the observer should record information related to the child's demonstrated interest, participation, and motivation in the academic subject area(s) being assessed.

Scoring and Interpretation

Means and cut-off levels for interpreting scores on the standardized achievement/readiness tests are provided in Table 2. However, since performance on these tests depends heavily upon the child's prior learning, young children will tend to vary considerably dependent upon their previous learning experiences. Some children from intellectually and academically enriched environments may show precocious development of academic abilities, while other children who have had little or no exposure to letters and numbers should not be expected to demonstrate well-developed academic skills. These experiential factors must be taken into consideration in evaluating test scores.

Academic criterion tasks can be scored on a pass/fail basis and results evaluated by comparing the child's performance to that of others in the class or to expected preschool performance. Naturalistic observations, on the other hand, can provide information about the child's learning and motivational characteristics which might suggest special aptitude or potential in the

Table 2

Standardized Achievement/Readiness Tests for Preschool Children

Instrument	Age/Grade Range	Description	Scoring
Metropolitan Readiness Tests (MRI), Level I, 1976 Edition	Beginning through Middle Kindergarten	Measures basic pre-reading skills; battery consists of seven subtests: Auditory Memory, Rhyming, Letter Recognition, Visual Matching, School Language and Listening, Quantitative Language, and Copying. Can be administered by classroom teacher individually or in small groups.	Yields percentile and stanine scores for Visual and Language skill areas and a Pre-reading skills composite score. Mean is 50% ile of stanine of 5. Cut-off levels* are 90% ile or stanine = 8.
Stanford Early School Achievement Test, (SESAT), Level I	Kindergarten and Beginning First Grade	Designed to measure child's cognitive abilities at entrance to kindergarten or beginning first grade. Test includes four parts: Environment, Mathematics, Letters and Sounds, and Aural Comprehension. Can be individually or group administered by the classroom teacher.	Yields percentile and stanine scores for the four parts and the total test. Mean is 50% ile or stanine of 5. Cut-off levels = 90% ile or stanine of 8.
Test of Basic Experiences, (TOBE), Level K	Prekindergarten to kindergarten	Measures "child's experiences and familiarity with various concepts" related to pre-academic functioning. Battery consists of Mathematics, Language, Science, Social Studies and General Concepts Test. Can be individually or group administered by classroom teacher.	Yields percentile and stanine scores for each of the five subtests. Mean is 50% ile or stanine of 5. Cut-off levels = 90% ile or stanine of 8.
Wide Range Achievement Test, (WRAT), Level I	5-0 to 11-11	Convenient and quick measure of reading, written spelling, and arithmetic skills. Can be administered individually by classroom teacher.	Yields grade equivalents down to pre-nursery school level. Percentiles and standard scores are provided for ages 5 years and up. Mean standard score is 100 and cut-off is 124. Cut-offs for grade scores are 1-2 years above actual grade level.

*Cut-off levels -- 90% ile stanine of 8 are equivalents to 1½ SD's above mean.

academic area (e.g., amount of time spent on academic activities, choice of academic material during free time, and so on).

Creative Talent Assessment

Definition

In the literal sense creativity pertains to the ability "... to produce along new or unconventional lines ... to design ... to bring into existence something new ..." (Webster's Third New International Dictionary, unabridged). However, research efforts to operationally define creativity (Wilson, Guilford, Christensen, and Lewis, 1954) have resulted in the delineation of four essential elements of creativity which have since been widely accepted and used:

- Fluency -- the ability to produce a large number of responses to a stimulus.

- Flexibility -- "a change in the meaning interpretation or use of something, a change in understanding of the task, a change of strategy in doing the task or a change in direction of thinking." (Guilford, 1967, p. 108)

- Originality -- "production of unusual, far-fetched, remote or clever responses." (Guilford, 1967, p. 108)

- Elaboration -- embellishment, addition of a variety of new and significant details.

A fifth trait is closely related to originality and is particularly relevant in identifying the young creative child:

- Imagination -- the ability to create vivid images, to fantasize, to empathize.

Recommended Procedures

Standardized Creativity Tests. Table 3 describes some standardized measures of creative abilities. These measures will be most appropriate for older, more mature, and less severely handicapped children.

Other Standardized Tests. Standardized measures such as the Verbal Expression subtest of the ITPA (Illinois Test of Psycholinguistic Abilities) involve open-ended tasks which provide an opportunity for children to respond creatively. A description of this instrument is also included in Table 3.

Criterion Tasks. The various activities included in the Torrance battery can easily be adapted for informal administration in the preschool classroom. The "Circles" task from the Figural Test section, for example, is a quick and simple non-verbal indicator of creativity. The teacher can also develop other simple assessment activities which require the child to provide any one or more of the five types of creative responses.

Classroom Observation. Ongoing anecdotal records can describe the degree to which the child spontaneously demonstrates creative behavior in the classroom and school setting.

Scoring and Interpretation

Information regarding scoring and cut-off levels for the standardized creativity tests is provided in the last column of Table 3.

Some general guidelines for scoring and evaluating a child's creative performance on informal criterion tasks or in naturally-occurring situations

are given below. (See also "Directions Manual and Scoring Guide" for the Torrance Tests of Creative Thinking.)

- Fluency -- Evaluation is based on quantity rather than quality of productions; superior performance is associated with production of a large number of responses. However, responses must also be appropriate to requirements of the particular task or situation.

- Flexibility -- Superior performance is associated with responses which fall into a number of different categories; expression of responses which represent a variety of ideas.

- Originality -- Performance is assessed in terms of the degree to which responses are different from those given by others.

- Elaboration -- Highly elaborate responses are well-developed, complex, and extend on or go beyond minimal requirements of a task.

- Imagination -- This trait can be assessed in terms of the degree to which the child is able to create or become involved in imaginary or fantasy situations.

Table 3

Standardized Creativity Tests for Preschool Children

Instrument	Age Range	Description	Scoring
Torrance Tests of Creative Thinking - Figural Test (Form A or B)	Kindergarten to adult	Includes three non-verbal activities: Picture Construction, Picture Completion, and Parallel Lines (Form A) or Circles (Form B). Can be individually or group administered by the teacher. Suitable for handicapped children with adequate visual and fine-motor skills.	Yields T-Scores for Fluency, Flexibility, Elaboration, and Originality with mean of 50 and SD of 15. Cut-off level* is T-Score of 65.
Torrance Tests of Creative Thinking - Verbal Test (Form A or B)	Kindergarten to adult	Includes seven verbal activities: 1-3) Ask-and-Guess; 4) Product Improvement; 5) Unusual Uses, 6) Unusual Questions, and 7) Just Suppose. Should be administered individually to younger children, with oral responses recorded by the examiner. Suitable for handicapped children with adequate verbal expressive skills.	Yields T-Scores for Fluency, Flexibility and Originality. Mean, SD, and Cut-off level same as above.
Thinking Creatively in Action and Movement (Reseach Edition) E. P. Torrance	3 to 7	Experimental version designed to test creative abilities of young children; consists of four activities: How Many Ways? Can You Move Like? What Other Ways? and What Can You Do With? Should be individually administered by teacher. Suitable for children with adequate gross motor ability and some verbal expressive skills.	Yields Total Raw Scores for Fluency, Originality. and Imagination. Preliminary norms only; suggest evaluation based on local norms.

* Cut-off level = Mean + 1½ standard deviations

Table 3 (continued)

Instrument	Age Range	Description	Scoring
Illinois Test of Psycholinguistic Abilities (ITPA) Verbal Expression subtest	2 - 4 to 10 - 3	Test of ability "to put ideas into words" with focus on "quantity of concepts expressed" (Verbal Fluency). Suitable for most handicapped children with some verbal expressive skills.	Yields standard score with mean of 36 and SD of 6. Cut-off level is standard score of 45.

Leadership Talent Assessment

Definition

The qualities which characterize leadership ability tend to be quite difficult to define, and researchers have described the concept in a number of different ways. However, despite this diversity, DeHaan (1961, p. 192) suggests that leadership behavior can be described in terms of three major facets:

- Personal initiative and eminence -- outstanding personality traits which set the individual apart from the rest of the group.
- Group-goal directedness -- ability to guide and direct a group in achieving a goal or completing a task.
- Social orientation -- awareness of and attention to social/emotional needs and problems of others.

Although the preschool child does not have opportunities to assume formal leadership roles, some young children may demonstrate prerequisite skills and characteristics related to these three areas which suggest potential for future leadership.

Recommended Procedures

Standardized Tests of Social/Emotional Development. For the assessment of social/leadership ability of young children, a number of standardized measures are available which incorporate rating scales and observational

techniques. These include measures of social competence and social maturity in which the child's acquisition of self-help and interpersonal skills and other well-socialized behaviors are evaluated. (See Table 4.) These instruments will generally be appropriate for handicapped youngsters since they involve indirect assessment methods.

Sociometric Tests. Sociometric measures assess the child's popularity or social status within a group based on nominations or ratings of peers. (See Table 4.)

Classroom Observation. Naturalistic observation and anecdotal recording of child behavior during social interactions is a particularly good method for gathering information about the young child's social/leadership behavior. The observer should focus on recording those child behaviors which are related to the three leadership categories described earlier.

Scoring and Interpretation

Guidelines for scoring and interpreting the standardized tests are provided in Table 4. Observational data should be evaluated for recurring incidents of leadership and other socially advanced behaviors.

Table 4

Standardized Tests of Social Development for Preschool Children

Instrument	Age Range	Description	Scoring
California Preschool Competency Scale (CPSCS)	2 to 6	A rating scale which measures interpersonal behavior and assumption of social responsibility; adapted from Caine-Levine Social Competency Scale. Teacher rates child on 30 items covering a wide range of social behaviors.	Yields percentile scores by age, sex, and SES with mean of 50. Cut-off level is 90% ile.
McCandless-Marshall Sociometric Status Test	Preschool to Kindergarten	Makes use of a picture-broad technique which includes photos of all children in the class; child points to pictures of three children with whom he/she would like to play best in three different specified situations: outside play, inside play, and listening to stories. Suitable for all children except visually handicapped.	Peer choices of target child as playmate are weighted from 5 for the first choice down to 1 for fifth choice. Child's final sociometric status score is the sum of all weighted choices of the child. Scores should be evaluated based on classroom or local norms.
Maxfield-Bucholz Scale of Social Maturity	Birth to 6	An adaptation of the Vineland Social Maturity Scale designed for use with preschool blind children. Items cover same eight categories as Vineland (See below.)	Scoring and interpretation are same as for Vineland. (See below.)
Vineland Social Maturity Scale	Birth to adult	A developmental rating scale organized into eight categories: general self-help self-help in eating, self-help in dressing, self-direction, occupation, communication, locomotion, and socialization. Individual interview conducted with parent or other informant.	Yields ratio Social Quotient with mean of 100 and cut-off level of 124. Social Age score can also be obtained. Cut-off level is 1-2 years above chronological age.

Visual and Performing Arts Talent

Assessment -- (Art and Music)

Definition

According to Illinois state guidelines governing education of the gifted, the child with talent in visual and performing arts is one who demonstrates "consistently outstanding aesthetic production in graphic arts, sculpture, music, or dance." In the case of the preschool and handicapped child, demonstrated skills may not be highly developed; but, potential talent in the visual and performing arts may be indicated by exceptional interest or motivation in the area of art or music.

Recommended Procedures

Criterion Tasks. Unfortunately, there are no standardized tests available for measuring artistic and musical aptitudes of the preschool age child. However, the existing literature and testing materials can be used as a basis for developing informal criterion activities which are appropriate for very young children (See References.) A list of some general assessment activities for the areas of art and music are provided in Tables 5A and 5B. It is recommended that the teacher select and/or adapt these activities as appropriate to the characteristics of individual children being assessed. If children have had limited experience with art and music, it may be necessary to provide additional classroom activities in these areas before administering the assessment tasks. Keep in mind that most of the criterion tasks will require prerequisite language and listening skills which may make them inappropriate for some children.

Classroom Observation. On-going naturalistic observation is an effective method for capturing the child's spontaneous artistic and musical behaviors. In recording, the observer should concentrate on child behaviors which relate to the assessment areas indicated in the first column of Tables 5A and 5B. Once again, it may be necessary to introduce additional art and music activities if these are not sufficiently represented in the existing classroom curriculum.

Scoring and Interpretation

See last column of Tables 5A and 5B for scoring and evaluating criterion activities and observational data. In addition, observational records should be examined for indicators of special interests and involvement in visual and performing arts (e.g., prolonged attention span during art and music periods, enthusiasm, frequent requests to participate in art/music activities, etc.)

Table 5A

Activities for Assessment of Artistic Talent in Preschool Children*

Assessment Area	Activity	Scoring/Interpretation
Visual Orientation (tendency to experience things visually)	Show child a sculpture, painting, or unfamiliar object and have him/her describe or tell about it in detail. Repeat procedure using visual stimuli which vary in size, shape, color, texture, etc.	Give credit for number of artistic details described, (such as size, shape, color, texture, etc.) and recognition of aesthetic qualities of stimulus (beauty, mood expressed). Avoid penalizing child for inadequate language or expressive skills. Make note of non-verbal as well as verbal responses to visual stimuli presented.
Visual Memory (tendency to remember in detail what has been seen)	Show child an object or picture; remove it, and have him/her describe it from memory. Repeat procedure using visual stimuli which vary in size, shape, color, texture, etc.	
Artistic Production (planning, craftmanship and technique, creativity and originality)	Have child make one or several art products. Provide a variety of media for the child to work with (e.g., paper, clay, pencils, paint, textured objects, building materials, etc.)	Give credit for presence of any of the following characteristics: - Deliberate planning of the use and placement of elements in artwork - Composition of product with respect to symmetry, balance, unity, coherence, use of space, color and design - Demonstration of advanced technical skill as compared to other children of the same age - Use of considerable detail and elaboration

* Activities are based on material compiled by Mark Williams and Andra Johnson

Table 5A (continued)

Assessment Area	Activity	Scoring/Interpretation
Artistic Production (continued)		- Use of different colors and line qualities to express different moods or feelings - Use of materials in creative or experimental ways (e.g., mixes colors when painting, uses objects to make textures in clay - Use of a variety of art materials, shapes, forms in artwork - Unique and individual character of art products

Table 5B

Activities for Assessment of Musical Talent in Preschool Children*

Assessment Area	Activity	Scoring/Interpretation
Melodic Skill	1) Select a simple song, preferably one with which the child is already familiar (e.g., I'm a Little Teapot, Teency, Weency Spider), and have the child sing the song with you (within his/her range). Then, have the child sing the song alone, with the examiner giving the first note on a pitch pipe or piano. (If the child is shy, it may be necessary for the examiner to get him/her started by singing along and then fading out.) 2) Examiner and child sing or hum together the song learned in Task 1. Without warning, the examiner stops singing and the child must finish alone. (If the child becomes confused, the examiner should explain what is expected or give the child a non-verbal cue or gesture when he/she is to finish the song.)	Describe degree to which child is able to sing on pitch with a partner and alone.
	3) a) Have the child pick the higher and/or lower of two tones played on piano or pitchpipe; b) Have child match direction of voice (or instrument) pitch to a high and/or low pitched tone played by the examiner.	Score pass/fail
	4) a) Have child tell which of two tones is louder or soufter; b) Have child match the volume of his/her voice (or instrument) to a loud or soft tone played by the examiner.	Score pass/fail
	5) Have child arrange a set of bells or xylophone bars in order of ascending or descending pitch.	Give credit for correct ordering

*Activities are based on material compiled by Cheryl Jacobson and Mark Williams

Table 5B (continued)

Assessment Area	Activity	Scoring/Interpretation
Rhythmic Skill	6) Clap a simple steady tempo; ask child to clap with you. Then, have child continue clapping in the same tempo after you stop. 7) a) Clap a steady beat to music, and have the child clap along with you. Then, ask the child to continue clapping to the music after you stop; b) Present another musical piece and have the child clap the beat alone. 8) a) Clap a short rhythmic pattern and ask the child to repeat the same pattern; b) Present a series of rhythmic patterns of increasing difficulty and have the child imitate each one. 9) Clap two short rhythmic patterns and have the child tell whether they are the same or different. 10) Play or sing a simple familiar song; have the child clap the rhythm of the words after hearing it.	Score all activities pass/fail
Musicality	11) Sing, hum, or play a short antecedent phrase. Have the child sing an appropriate conclusion.	Give credit for rhythmic balance, same numer of bars, ending on a tonic note. (It should sound like the conclusion of a musical "sentence."
	12) Play a short musical piece, and suggest three different titles. Have the child select an appropriate title from those suggested.	Give credit for title which is consistent with mood or feeling of the piece.
	13) Play recordings of one part (unison) and two part (harmony) music. Have child distinguish between the two. 14) a) Play a simple chord, and have the child tell the number of notes played; b) Have the child tell whether a particular note played was part of the chord played immediately before.	Score pass/fail

Table 5B (continued)

Assessment Area	Activity	Scoring/Interpretation
Tonal Memory	15) Ask the child to him or sing a tune he/she remembers.	Give credit for recognizable melody
	16) Play two notes, and have the child tell whether they are the same or different. 17) Play two short meolodies, and have the child tell whether they are the same or different. 18) Play two short melodies, differing one note in the second piece. Have the child tell which note is different (first, second ...).	Score pass/fail

Psychomotor Talent Assessment

Definition

The child with psychomotor talent will demonstrate exceptional aptitude or skill with respect to fine-motor, mechanical, and/or athletic abilities.

Recommended Procedures

Standardized Perceptual-Motor Tests. Table 6 lists standardized instruments for evaluating the young child's performance on various perceptual-motor tasks.

Standardized Intelligence Tests. Intelligence measures such as the McCarthy Scales of Children's Abilities and the Wechsler Preschool and Primary Scale of Intelligence include separate subtests which assess perceptual-motor and other non-verbal abilities. These instruments are also described in Table 6.

Criterion Tasks. Caroline Sinclair (1971, pp. 2-7; See Psychomotor References) describes a series of movement tasks designed for research purposes to identify and document normal movement development patterns of children ages 2 to 6. The tasks selected were those "commonly considered fundamental to the performance of more complex motor actions."

Classroom/Play Observations. The teacher can capture significant motor behaviors of children by observing and recording incidents as they occur in the classroom or during outside play. The observer should study the descriptions

of normal movement development for two to six-year-olds for recognizing exceptional motor behaviors when they occur.

Scoring and Interpretation

Table 6 includes scoring information for the standardized perceptual-motor tests, and Sinclair's article specifies success criteria and preliminary normative data for scoring and evaluating performances on the various movement tasks. In addition, mature movement patterns are described which can be used as a guide in identifying exceptional motor performance on the criterion tasks and informal observations.

Table 6

Standardized Perceptual-Motor Tests for Preschool Children

Instrument	Age Range	Description	Scoring
Basic Motor Ability Tests (BMAT)	4 - 12	A diagnostic battery of nine tests "designed to evaluate the selected motor responses of small and large-muscle control, static and dynamic balance, eye-hand coordination and flexibility." Can be easily administered, individually or in small groups of up to five children.	Yields percentile scores by age and sex with mean of 50 and cut-off level of 90% ile.
Developmental Test of Visual-Motor Integration (VMI)	2 - 15	Paper and pencil test of visual perception and fine motor coordination. Twenty-four (24) geometric designs of increasing difficulty are to be copied by the child. Can be easily and quickly administered to individual children or small groups.	Yield age equivalent (AE) scores only. Cut-off level is AE 1-2 years above chronological age.
McCarthy Scales of Children's Abilities - Motor Scale	2½ - 8½	Includes two gross motor subtests (Leg Coordination and Arm Coordination) and three fine-motor subtests (Imitative Action, Draw-a-Design, and Draw-a-Child).	Yields standard score for Motor Scale with mean of 50 and SD of 10. Cut-off level is 65. Norm tables are provided for interpreting raw scores on the 5 Motor subtests.
Purdue Perceptual-Motor Survey	6 - 10	Survey includes twenty-two (22) scorable items divided into eleven subtests measuring three major aspects of perceptual-motor development: laterality, directionality, and perceptual-motor matching. Designed for individual administration.	Child's performance on each activity is rated on a 1-4 category scale. Yields individual summary profile, and a Total Score can be computed. Norm tables included for interpreting item scores by grade level and Total Scores by SES level.

Table 6 (continued)

Instrument	Age Range	Description	Scoring
Wechsler Preschool and Primary Scale of Intelligence (WPPSI) - Performance Scale	4 - 6½	Performance Scale includes five subtests designed to measure visual perception and fine eye-hand coordination: Aminal House, Picture Completion, Mazes, Geometric Design, and Block Design.	Yields Performance IQ with mean of 100 and SD of 15. Cut-off level is IQ - 123. Subtest scaled scores have mean of 10 and SD of 3. Cut-off level = 16.

PHASE III: DECISION-MAKING

Purpose

The purpose of the final phase is to determine the strength of the assessment evidence which has been collected in the first two phases and to make a decision concerning the child's eligibility as gifted or talented. In addition, general recommendations for further follow-up and/or educational programming should be made at this time.

Recommended Procedures

Talent Staffing. Since the identification of talent in the young child will have on-going implications for his/her future educational programming, decision-making should take place during a formal talent staffing in which final decisions are made by a committee (See Personnel Needed, p.47) and documented in the Talent Staffing Report (See Resource Materials, p.47). Specific steps for conducting the staffing are described below and a sample Talent Staffing Report is presented in Figure 2.

a. Summary of Handicapping Condition. In the case of the preschool handicapped child, the first step in decision-making is to clarify the exact nature of the child's handicap as well as any developmental areas in which the child is functioning below age level. These factors should then be taken into consideration in evaluating results of the talent assessment, particularly test scores.

b. Evaluation of Talents. In most cases, there will be a number of different types of assessment data on any one child, including standardized test scores, ratings, results of criterion task performance, observational records, and data from interviews and/or questionnaires. The next step in the decision-making process is to systematically review and determine the strength of this assessment evidence, taking into account the reliability and validity of the assessment methods used as well as the quality of the child's performance. Results of each assessment procedure should be evaluated and classified as follows:

- Conclusive Evidence -- The evidence is sufficient by itself to identify the child as functionally talented.

- Strong Evidence -- The evidence strongly suggests talent, but is not conclusive.

- Moderate Evidence -- The evidence tends to suggest talent, but must be supported by other strong evidence.

- Weak Evidence -- The evidence lends little support for talent identification.

(See Talent Profile in Figure 2.)

c. Eligibility Decision and Recommendations. The final task of the staffing committe is to determine the child's eligibility as talented and to make any recommendations for special placement and/or programming. three important questions must be addressed at this point: Is the child talented? If so, does the child demonstrate functional of potential

talent? What follow-up is needed in terms of instructional programming and/or further assessment?

The decision concerning eligibility and functional vs. potential talent should be based on the strength of evidence classfications made in the previous step. Obviously, the child whose talent assessment profile shows conclusive evidence is readily identifiable as functionally talented. Similarly, the presence of one or more strong talent indicators suggests at least potential and possibly functional talent. On the other hand, the child whose profile shows only moderate and/or weak evidence may be at best potentially talented, but is most likely ineligible. Sometimes, a child's handicapping condition will invalidate or interfere with interpretation of test scores and other assessment data. In such cases, the committee may wish to defer the eligibility decision until the child's handicap has been further remediated and/or more accurate assessment information can be obtained.

Recommendations concerning future program needs, will depend upon whether the child has been identified as functionally or potentially talented. In the case of the potentially talented, it is appropriate to recommend that the child be exposed to a classroom curriculum to stimulate abilities in the expected talent area and that he/she be reassessed at specified time periods to determine progress in terms of demonstrated talent. Children indentified as functionally talented may be served through placement in programs specifically designed for gifted or by adapting the existing classroom programs to meet their special needs. A series of talent development guides have been developed by the RAPYHT project to help teachers nurture talents though adaptation and enrichment of regular preschool curricula.

Personnel Needed

The specific composition of the talent staffing committe will vary dependent upon available personnel, but should generally include those individuals who have been most closely involved in the assessment process, such as the classroom teacher, school psychologist, or other diagnostic staff. In addition, the school administrator and the child's parents should be directly involved in the decision-making phase. Other individuals with special expertise in identification and education of gifted and talented should also be included when possible.

Resource Materials

Talent Staffing Report (Appendix C). This form is designed for recording and documenting results of the decision-making process. It includes a section for completing a talent profile on the child which summarizes the relevant assessment data. (See Figure 2.)

Figure 2. Sample Talent Staffing Report on a Preschool Handicapped Child

TALENT STAFFING REPORT

Child's Name Peter Birthdate May 13, 1973

Present Placement Special Education Preschool Staffing Date November 15

Participants Administrator, School Psychologist, Teacher, Parents

I. Summary of Handicapping Condition (Only describe areas in which the child's functioning is below age level.)

1. Language
2. Speech
3. Gross Motor poor balance & postural stability
4. Fine Motor poor attention, eye contact and control of pencil
5. Social/Emotional
6. General Health often sick, tires easily during motor activities
7. Vision
8. Hearing
9. Intellectual
10. Other

II. Evaluation of Talents (Complete Talent Profile and record final eligibility decisions below.)

Areas Evaluated	Decision*	Comments
✓ Intellectual	Decision deferred	insufficient data
Academic:		
✓ reading	Functionally talented	See Talent Profile
___ math		
___ science		
✓ Creative	Potentially talented	See Talent Profile
___ Leadership		
V & P Arts		
___ art		
___ music		
___ Psychomotor		

*Decision options: Functionally talented, Potentially talented, Not eligible for talent program, Decision deferred

III. Recommendations

1. Develop Individual Educational Program for areas of reading and creativity.
2. Discuss alternatives for future placement with principal and early childhood coordinator.
3. Readminister Stanford-Binet at end of school year.

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Figure 2. (continued)

Child's Name or Code #

Peter

Talent Profile

Talent Area	Information Reported		Strength of * Evidence
	Type**	Description/Results	
Intellectual	A	Stanford-Binet IQ = 82 (minimal estimate due to poor test-taking behaviors)	NA
	A	PPVT IQ = 103	1
	A	Gain Score (PPVT - Binet) = 21	1
	E/B	Parent Inventory Rating Scale — on Intellectual Items = 11 out of 15.	1
	E	Parents — child asks many questions about how things work	2
	D	Psychologist — child uses adult sentences and vocabulary	2
Academic — Reading	A	WRAT Reading Test — Grade Equivalent 4.5; 99.9 %ile	4
	E/B	Parent Inventory Rating Scale — Total Score on Reading Items = 9 out of 10.	2
	E	Parents — child taught himself to read at age 18-36 months.	4
	E	Teacher — child reads signs, labels, books, can sound out words as he reads	3+
Creative	A	ITPA Verbal Expression — standard score = 54 (3 SD's above mean)	3
	E/B	Parent Inventory Rating Scale — Total Score Creative = 12 of 15.	2
	E	Parent — child makes up songs complete with words ...	2
	E	Teacher — child uses personification (e.g., "Snow why don't you come inside.")	2+

*Decision Code: 4 = Conclusive Evidence; 3 = Strong Evidence; 2 = Moderate Evidence; 1 = Weak Evidence

**Type of Information: A = Standardized Tests; B = Rating Scales; C = Criterion Tasks; D = Systematic Observations; E = Interviews/Questionnaires

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- References Used in Developing the PTAG
- List of Tests and Publishers

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LIST OF TESTS AND PUBLISHERS

Title	Publisher	Date
Intelligence Tests		
Columbia Mental Maturity Scale	Harcourt Brace Jovanovich 757 Third Avenue New York, NY 10017	1972
Goodenough-Harris Darwing Test	Harcourt Brace Jovanovich	1963
Hiskey-Nebraska Test of Learning Aptitude	Marshall S. Hiskey 5640 Baldwin Lincoln, NB 68508	1966
Interim Hayes Binet	S. P. Hayes (no longer in publication)	1943
Leiter International Performance Scale (Arthur Adaptation)	C. H. Stoelting Company 1350 South Kostner Avenue Chicago, IL 60623	1952
McCarthy Scales of Children's Abilities	Psychological Corporation 757 Third Avenue New York, NY 10017	1972
Peabody Picture Vocabulary Test	American Guidance Service Publisher's Building Circle Pines, MN 55014	1965
Pictoral Test of Intelligence	Houghton Mifflin, Company 110 Tremont Street Boston, MA 02107	1964
Stanford-Binet Intelligence Scale (Form L-M, 1972 Norms Edition)	Houghton Mifflin, Company	1973
Wechsler Preschool and Primary Scale of Intelligence	Psychological Corporation New York, NY	1967

Title	Publisher	Date
Achievement/Readiness Tests		
Metropolitan Readiness Tests	Harcourt Brace Jovanovich	1976
Stanford Early School Achievement Test (SESAT)	Harcourt Brace Jovanovich	1969
Tests of Basic Experiences (TOBE)	CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940	1971
Wide Range Achievement Tests (WRAT)	Guidance Associates of Delaware 1526 Gilpin Avenue Wilmington, DE	1965
Creativity Tests		
Torrance Tests of Creative Thinking	Personnel Press 191 Spring Street Lexington, MA 02173	1966
Thinking Creatively in Action and Movement (Experimental Edition)	E. P. Torrance Georgia Studies of Creative Behavior 185 Riverside Drive Athens, Georgia 30601	1975
Socioemotional Measures		
California Preschool Competency Scale (CPSCS)	Consulting Psychologist Press 577 College Avenue Palo Alto, CA 94306	1969
Maxfield-Bucholz Scale of Social Maturity	American Foundation for the Blind New York, NY	1957
McCandless-Marshall Sociometric Status Test	B. R. McCandless Department of Psychology Emory University Altanta, GA 30322	1957

Title	Publisher	Date
Vineland Social Maturity Scale	American Guidance Service	1965
Perceptual-Motor Measures		
Basic Motor Ability Tests (BMAT)	Daniel D. Arnheim and William A. Sinclair Institute of Sensory Motor Development California State Universtiy Long Beach, CA 90800	1974
Developmental Test of Visual-Motor Integration (VMI)	Follett Publishing Company Chicago, IL	1967
Purdue Perceptual-Motor Survey	Charles E. Merrill Publishing Company 1300 Alum Creek Drive Columbus, OH 43216	1966
Other Tests		
Illinois Test of Psycholinguistic Abilities (ITPA)	University of Illinois Press Urbana, IL 61801	1968

APPENDIX A:

PTC FOLLOW-UP REPORT

Person Completing Form _____

Role/Title _____ Date Completed _____

PART I: GENERAL INFORMATION

Child's Name _____ Code # _____ Birthdate _____

Teacher _____ School _____

Address _____ Phone _____

Entry Date _____ Class Hours _____

Class Size _____ Age Range _____

Reason for Placement _____

PART II: DESCRIPTION OF TALENT BEHAVIOR

A. Record the total raw score from the PTC for each area in which the child has been selected for follow-up.

_____Intellectual
Academic
_____Reading
_____Math
_____Science
____ Creative

_____Leadership
Visual & Performing Arts
_____Art
_____Music
_____Psychomotor

B. Specify examples of child behavior which support the superior PTC ratings indicated above.

Talent Area	Behavioral Examples

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B. Continued

Talent Area	Behavioral Examples

PART III: DESCRIPTION OF HANDICAPPING CONDITION

Check below those areas in which the child has a handicap or deficit -- i.e., any area in which the child is functioning below age appropriate levels. For each area checked, provide a brief description of the nature of the child's handicap.

Area	Description (for checked areas only)
_____ 1. LANGUAGE	
_____ 2. SPEECH	
_____ 3. GROSS-MOTOR	
_____ 4. FINE-MOTOR	
_____ 5. SOCIAL/EMOTIONAL	

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Area	Description (for checked areas only)
_____ 6. GENERAL HEALTH	
_____ 7. VISION	
_____ 8. HEARING	
_____ 9. INTELLECTUAL	
_____10. OTHER	

PART IV: PREVIOUS EVALUATION DATA

Record below any evaluation information available on the child, including the name of each procedure or instrument used, the date administered, test scores or other results, and the name and title of the evaluator.

Instrument	Date	Results	Evaluator

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APPENDIX B:

PARENT INVENTORY*

Child's Name _____ Birthdate _____

Parent's Name _____ Date _____

I. Answer the following questions to the best of your ability.

1. What special talents or skills does your child have? (Give examples of behavior that illustrates this.)

_____

_____

_____

2. What is your child's favorite playtime activity?

_____

3. What special interest(s) does your child have?

_____

4. What special lesson(s) or learning opportunities does your child have outside of school? (e.g., music, swimming, gymnastics lessons)

_____

_____

5. How does your child usually get along with his/her siblings and/or playmates?

_____

_____

6. Does anyone read stories to your child? _____ Who? _____

7. What kind of stories does he/she like? _____

_____

8. What TV shows does your child watch? _____

_____

9. What other things would you like us to know that would assist us in planning a program for your child? _____

_____

_____

* Adapted from "Parent Inventory," Identification Manual, Area Service Center for Education of Gifted and Talented Youth, State of Illinois, and CIP Parent Interview Form, R. Zehrbach, 1975.

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Parent Inventory

Child's Name _____ Date _____

II. Rate your child on each of the following items by circling the appropriate number.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Shows unusually good ability in drawing, writing, building, etc.	5	4	3	2	1
2. Is curious about a variety of things; wants to know how and why.	5	4	3	2	1
3. Knows about many things of which other children are unaware.	5	4	3	2	1
4. Shows exceptional memory for symbols, letters, and words.	5	4	3	2	1
5. Spends a great deal of time on art activities. (e.g., drawing, painting, or modeling)	5	4	3	2	1
6. Makes up stories and ideas that are unique.	5	4	3	2	1
7. Learns easily and readily.	5	4	3	2	1
8. Shows strong interests in nature and/or science.	5	4	3	2	1
9. Is able to solve a problem or use materials in more than one way.	5	4	3	2	1
10. Shows an awareness of the needs of others.	5	4	3	2	1
11. Tends to direct activities in which he/she is involved.	5	4	3	2	1
12. Has high interest in music activities.	5	4	3	2	1
13. Has long attention span for reading activities.	5	4	3	2	1
14. Shows strong interest in counting, measuring, weighing, or ordering objects.	5	4	3	2	1
15. Is highly imaginative in play, artwork, use of materials or ideas, etc.	5	4	3	2	1
16. Is exceptionally well-coordinated.	5	4	3	2	1
17. Assumes responsibility beyond what is expected for his/her age.	5	4	3	2	1
18. Enjoys movement for its own sake (running, jumping, climbing, etc.)	5	4	3	2	1
19. Sings in tune or very nearly in tune.	5	4	3	2	1
20. Is able to perform simple math operations. (addition and subtraction)	5	4	3	2	1

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Parent Inventory

III. Specify examples of child behavior which support any 4 or 5 ratings on the previous items.

Item #	Behavioral Examples

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APPENDIX C:

TALENT STAFFING REPORT

Child's Name _____ Birthdate _____

Present Placement _____ Staffing Date _____

Participants _____

_____

I. Summary of Handicapping Condition (Only describe areas in which the child's functioning is below age level.)

1. Language _____
2. Speech _____
3. Gross Motor _____
4. Fine Motor _____
5. Social/Emotional _____
6. General Health _____
7. Vision _____
8. Hearing _____
9. Intellectual _____
10. Other _____

II. Evaluation of Talents (Complete Talent Profile and record final eligibility decisions below.)

Areas Evaluated	Decision*	Comments
___Intellectual Academic: ___ reading ___ math ___ science ___Creative ___Leadership V & P Arts ___ art ___ music ___Psychomotor		

*Decision options: Functionally talented, Potentially talented, Not eligible for talent program, Decision deferred

III. Recommendations

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Child's Name or Code # _____

Talent Profile

Talent Area	Information Reported		Strength of * Evidence
	Type**	Description/Results	

*Decision Code: 4 = Conclusive Evidence
3 = Strong Evidence
2 = Moderate Evidence
1 = Weak Evidence

**Type of Information: A = Standardized Tests
B = Rating Scales
C = Criterion Tasks
D = Systematic Observations
E = Interviews/Questionnaires

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